

# Unit 8: Civil War

## 7<sup>th</sup> Grade Lesson Plan: Review Mind Map

(45 – 60 minutes)

<b>Objective</b>	<p>In this one-day review lesson, students will create a visual representation of terms and concepts from the unit in a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> make connections between key terms and concepts within all of Unit 8: Civil War.</li> <li>2. <b><u>I will</u></b> create a Mind Map using terms and concepts from the class slides presentation.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Slavery and its westward expansion into new territories was the primary cause of the Civil War. Some significant events related to slavery that increased sectionalism were the Compromise of 1850 and the Kansas-Nebraska Act.</li> <li>• Sectionalism between the North and South over slavery caused political division that led the Southern states to secede from the Union when Abraham Lincoln was elected president in 1860.</li> <li>• The South's economic system of plantation agriculture growing cash crops depended on slave labor.</li> <li>• Significant events in Texas during the Civil War included the Battles of Galveston, Sabine Pass, and Palmito Ranch, as well as the Rio Grande Trade which allowed Texans to get around the Union blockade.</li> <li>• Texas was a safe haven for Southerners escaping the violence of the war and provided slave owners with a place to hide their slaves from the Union troops.</li> <li>• The Emancipation Proclamation freed the enslaved people in rebelling states in 1863, however enslaved people in Texas would not receive official news of their freedom until June 19, 1865 – which has come to be known as Juneteenth.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Connecting terms and concepts from across the entire unit.</li> <li>• Justifying and providing rationalizations for those connections.</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps.</li> <li>• Creating a visual representation of Social Studies information.</li> </ul>
<b>Essential Question</b>	How do the key terms and concepts from Unit 8: Civil War connect to each other?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students will complete a graphic organizer of a small Mind Map using a word bank of terms that they will place where they believe they fit best.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. Key terms include significant people, places, events, themes, and topics within the Civil War unit.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>• Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> </ol> <p><b><u>Suggested Materials not Included:</u></b></p> <ol style="list-style-type: none"> <li>1. A large piece of butcher paper for group work</li> <li>2. Blank pieces of paper for individual or partner work</li> <li>3. Markers or colored pencils.</li> </ol>

<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Visual representations of directions</li> <li>2. Chunking text information</li> <li>3. Reduction in writing (Teacher discretion)</li> <li>4. Group work with assigned roles allowing for differentiation of workload</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Civil War.</li> <li>• <b>7.05(A)</b> Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War.</li> <li>• <b>7.05(B)</b> Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(C)</b> Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</li> <li>• <b>7.21(A)</b> Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.</li> <li>• <b>7.22(C)</b> Create written, oral, and visual representations of social studies information.</li> </ul>

## Teacher Guide: Review Mind Map

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students will create a small mind map using the diagram provided on their warm-up and a list of five terms in a word bank. They will write the terms where they believe they fit best in the mind map.</li> <li>1: Civil War, 2 or 4: Cause and Significance. Under Cause: Slavery. Under Significance: Emancipation.</li> <li>Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<ul style="list-style-type: none"> <li>Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term.</li> <li>Some terms can be correctly placed in more than one location. Encourage students to consider the various locations where each term could be placed. They could write the term more than once in each place, or pick the one they feel best connects with the term. They should be prepared to justify their choices.</li> <li>At the end of each round of new terms, encourage students to share where they put each term and to provide an explanation for why that term fits where they put it.</li> <li>Remind the class that the term could potentially fit into more than one category and encourage students to share if they placed the term anywhere else.</li> <li>Slides 6 through 11 present sets of terms for students to add to their Mind Map.</li> <li>Slide 12 provides an optional, additional step if there is time at the end of class for students to add any additional</li> <li><b><u>Advanced students:</u></b> can be encouraged to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from the slides. This can also take place at the end of the lesson.</li> <li><b><u>Grade Level:</u></b> Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task. Teacher can display a countdown clock to aide in this</li> </ul>

	<p>process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information and justifications with the class)</p> <ul style="list-style-type: none"> <li>• <b><u>Foundations:</u></b> Assign to timekeeper or speaker role, depending on student strengths. Teacher could also reduce the number of items for the student/students to write each round.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence.</li> <li>• Answers C, E</li> <li>• Slides 13 and 14 restate the directions and provide a sentence stem to guide student responses when sharing with the class.</li> </ul>